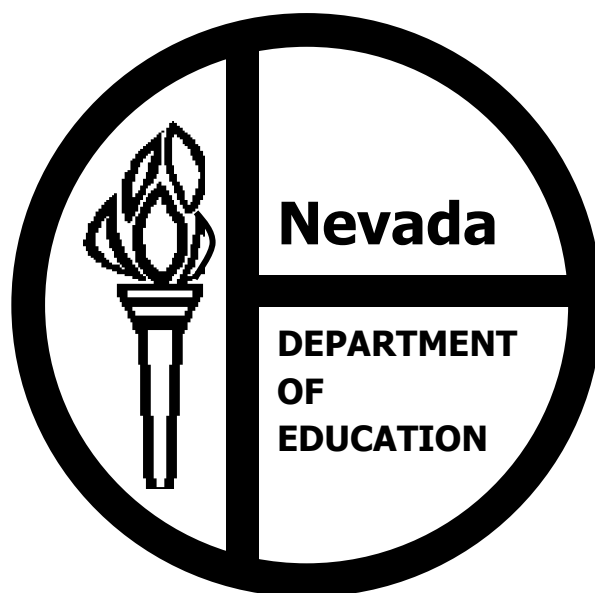


2011-2012
Alternative High School
Proficiency Examination in Writing
Test Administration Manual



Nevada Department of Education

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Nevada Writing Assessment Website

http://nde.doe.nv.gov/Assessment_WA.htm

ADMINISTRATIVE GUIDELINES for the ALTERNATIVE WRITING ASSESSMENT

PURPOSE:

Students in Nevada are required to take the Nevada High School Proficiency Examination (HSPE) in writing which is a performance based assessment designed to assess a student's ability to write. The HSPE in writing is a high stakes test for students since they must pass it in order to receive a standard high school diploma. As writing is a fundamental communication skill used throughout life, students must demonstrate proficiency in this area before graduating.

The Nevada Department of Education was required by state regulation to develop an alternative writing assessment for high school students failing the standard Nevada High School Proficiency Examination (HSPE) in writing. This alternative opportunity is for those students who have difficulty responding when taking the regular on-demand test administration. Students who are interested in this opportunity must meet the eligibility requirements in order to participate. For this reason the alternative was created to allow a student to showcase, within reason, what he or she could do over the course of time in the classroom. Because this is an "alternative," on-demand types of prompt writing that are corrected by peers or the teacher and then rewritten is not considered an alternative writing assessment. See Appendix A for some possible suggestions for writing that can be used for classroom instruction and that are different than on-demand writing or redoing prompt-type writing.

Participation in the Alternative Writing Assessment does **NOT** automatically guarantee passage. School administrators and teachers should not consider this assessment opportunity easier than regular HSPE writing assessments. The Department of Education *very strongly recommends* that students continue taking the traditional writing examination that is administered throughout the school year. Students are allowed to take advantage of the Alternative Writing Assessment only **ONCE** during their regular graduation senior year. This opportunity is not available for students who might be seniors multiple times, i.e., fifth or sixth year high school students or adult education students.

Based upon the writing submissions, scorers are tasked with determining and certifying that students are **independently** literate and proficient as writers.

GENERAL GUIDELINES:

In order for students to exercise the option to attempt the Alternative Writing Assessment, **they must have failed HSPE writing assessment at least 2 times prior to their 12th grade school year**, and they must meet the following additional eligibility criteria by the **end of the first semester of their current senior year**:

- Have passed the HSPE reading and math assessments;
- Have an un-weighted GPA of at least 2.75; and
- Have earned sufficient credits to be on schedule to graduate in their current graduating class of 2012.

The student must submit four samples of his or her **original** writing. Three of the writing pieces must include the following: 1) one expository essay; 2) one persuasive essay; and 3) one additional selection of the student's writing that may include "...a research paper, a selection of technical writing, or a single selection from a senior project or a portfolio of the pupil's work" (see Appendix A.); 4) The fourth piece is a "Student Reflection Letter." This letter is to be addressed to the scorers; written in the student's handwriting (not typed); and written **without assistance**. This letter must reflect what the student learned from the experience of participating in the Alternative Assessment, why the particular pieces were selected, and the benefits derived from completing the individual assignments. All parts of the the four writing pieces must be **original work created by the student** submitting the packet. At least one of the writing samples submitted must be written in a monitored setting.

"Monitored" is defined as completed under the direct supervision of the teacher giving the assignment. Monitored defines the setting and not the task. Monitored does not mean the task is an on-demand prompt or a prompt redo (from Nevada's regular writing assessment).

"Invalidated" means submissions or parts of them were completed by someone else other than the student taking credit for submissions or that a student received specific or directive help in writing, editing, or revising. Invalidation may also indicate a testing administration violation has taken place. (See Non-Permissible Submissions)

SUBMISSION:

- The student application form must be placed on top of the student packet.
- A Writing Submission Form with signed certifications is to be completed for each piece and placed on top of that piece of writing. (Certification attests that the student completed his or her own work.)
- Each total student packet must be clipped together or placed in its own envelope/folder.
- The final draft to be scored must be clean and free of all comments, teacher grades, and corrections.
- Each piece must include a teacher-generated explanation of the assignment (what specifically the teacher asked the student to do) and a description of the writing process (the steps the student took to complete the specific assignment involved).
- Total student packets must be submitted in the following order:
 - 1) Header Sheet
 - 2) Application form
 - 3) Student Information Form
 - 4) Hand Bubbled 12th grade answer document (same as 12th grade answer document used for the standard writing assessment)
 - 5) Student Reflection Letter
 - 6) Writing Submission Form for the *first* piece
 - 7) Explanation of the assignment
 - 8) Final draft
 - 9) Hand-written pre writes and rough drafts—If these parts of the submissions are typed, an IEP, LEP, or 504 needs to be included indicating the disability related need for typing these parts of the submissions.
 - 10) Writing Submission Form for the *second* piece and so on...
- **Incomplete packets will not be scored.**
- Work submitted becomes the property of the state and will not be returned.

NON-PERMISSIBLE SUBMISSIONS:

The following, if they are submitted, will receive “**Invalidated**” status and receive zeroes:

- Prompt re-dos of any state writing prompts
- On-demand writing prompts that resemble the state on demand pieces or prompts that are similar in topic to a piece submitted during the regular HSPE writing administration

- Worksheets
- Group work
- The same writing assignment, by the same teacher, submitted and labeled as different writing types by different students, e.g., a research piece submitted as such by one student and then the same assignment submitted as a technical piece by another student
- Work that is too short to determine student independent writing
- Research/technical/informational pieces without citations
- Copied research/technical/informational text, e.g., job/program descriptions, with little or no accompanying student commentary
- Work completed by someone other than the student submitting his/her work
- Work that was closely edited or revised by someone other than the student

Work:

- Must be completed by the student while enrolled in the current school.
- Must be certified by the teacher who *assigned* the work.
- Typed final drafts preferred (must be 12 point font and double spaced only)
- Must apply all Standard English grammar and composition rules, e.g., cannot be printed in all capitals.
- Student must choose the pieces to be scored and follow the time line prescribed.
- **Must** include hand-written pre writes, rough drafts, etc. **If these parts of the submissions are typed, an entire IEP, LEP, or 504 needs to be included indicating the disability related need for the typing on these parts of the submissions.**
- **Must** have student's name on EACH piece

PERMISSIBLE ASSISTANCE:

- Provide only **general** revision suggestions, for example, "the introduction is weak," or "ideas are not specific enough," "your conclusion does not support the rest of the paper," "this part makes no sense," "add more commentary or your own information, not just what you have copied," etc. (these are not all inclusive and are not to be used as part of any "check list")
- Provide only **general** editing suggestions, for example, "use active verbs," "you have multiple run-on sentences," "you have too many

commas," "a paragraph cannot be one long sentence," "you are confusing plurals and possessives," "check for verb tense shifts," "every sentence should not start with 'the' or 'I,'" "you have used 'them' and 'she' so often the reader is not sure who you are talking about," "improve word choice," etc. (these are not all inclusive and are not to be used as part of any "check list")

- Encourage students to read the piece to himself/herself or to another student to aid in the revision and editing processes.
- Encourage students to read their work from capital to period and word-by-word for clarity and completeness of sentences, ideas, and editing.
- Encourage students to **revise** and **edit** for *themselves* rather than doing it for them.
- For the final draft, electronic assistance, such as spell check, grammar check, and text-to-speech software may be used **(These need to be identified on the submission forms if used.)**

NON-PERMISSIBLE ASSISTANCE:

- Edit line-by-line for the student or close editing for the student
- Provide specific suggestions for editing, for example, "put these adjectives here," "replace this verb," "this should be a colon and not a semi-colon," "put periods here and here," etc. (these are not all inclusive and are not to be used as any part of any "check list")
- Provide specific suggestions for revising, for example, "you need two more details here," "use this word instead," "move this sentence to the next paragraph," "write your introduction like this," "put this detail in your conclusion," etc. (these are not all inclusive and are not to be used as any part of any "check list"))
- Revise, write, or rewrite **any** portion of the sample for the student
- Read work back to the student by anyone

Violation of State or District test security procedures is strictly prohibited by state law and is subject to prosecution pursuant to NRS 391.330.

SCORING:

Scorers are being asked to certify that participating students are independently literate and proficient writers with very little evidence. It is imperative that teaching advisors work with students throughout the year to produce the kind of writing that can be submitted as pieces that clearly demonstrate student writing literacy.

- **Only obvious student work will be scored.**
- Each piece will be scored by two different scorers (6 scorers for each student).
 - All 6 scorers may consult on a student's submissions.
 - Multiple teams of scorers may consult on a student's submissions.
- The current Nevada HSPEW six point Holistic rubric will be used.
- The final score will be an average score of the three submissions.
- Scorers will be state Holistic trained experienced readers with knowledge of high school curriculum and expectations.
- Submissions that do not represent the designated category as identified by the student and advisor will receive lower scores.
- The state reserves the right to submit papers to a plagiarism website, e.g., turnitin.com. If any cheating (including too much teacher or peer assistance) has occurred, the student automatically fails the alternative assessment.

If there is any question about original authorship of any portion of a student's work, the following writing samples will be used to assist in scoring:

- Hand-written pre-writes and rough drafts
- Other current writing submissions
- Previously completed writing pieces from the standard writing HSPE
- If there is any question regarding authenticity, the piece will be submitted to turnitin.com for validation.
- Multiple scoring teams may be asked to read, evaluate, and consult on the body of work submitted.

SUBMISSION DUE DATE:

All students wishing to attempt the Alternative Writing Assessment for the 2011-2012 academic year should consult their District Test Calendar for the date by which all materials must be received.

All students and their writing submissions as well as the certifying teachers and schools are subject to the same cheating and security regulations as those of the standard assessments.

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APPENDIX A

TYPES of WRITING

The following information may assist students (and their teachers) in choosing their submissions. Content areas such as Social Studies and Science (and others) will have many ideas for classroom writing projects that satisfy all of the following types of writing.

Caution and Disclaimer: Students are expected to provide original submissions in essay form with complete sentences. Do not bullet or list. Submissions must be long enough for scorers to determine independent literacy in writing.

Expository writing instructs, gives information, or provides explanations about a topic. The development and organization of ideas is especially important in this kind of writing. Effective expository writing contains a main idea, supporting details, e.g., facts or examples, and a logical and related conclusion.

Possible Kinds of Expository Writing—*these are only examples; they are not all inclusive; do not restrict yourself to these.*

- Proposals
- Articles
- Analyses
- Commentaries
- Non-fiction News Stories
- Speeches
- Reports
- Essays
- Evaluations
- Observations
- Extended Definitions

Persuasive writing presents reasons and examples to influence action or thought. Effective persuasive writing requires the writer to state an opinion and supply reasons and examples that support the opinion using statistics, quotes, etc. A persuasive piece must end with a strong conclusion that restates the opinion in a new way other than what was stated in the introduction and reinforces the points made in the body of the piece.

Possible Kinds of Persuasive Writing—*these are only examples; they are not all inclusive; do not restrict yourself to these.*

- Campaign Speeches
- Proposals

- Protests
- Rebuttals
- Satires
- Editorials
- Essays
- Speeches

Research papers are ***not just a series of quotes of someone else's ideas and information***. An effective research paper starts with a thesis statement (based on questions to be answered) followed by several supporting paragraphs and connected by appropriate writer commentary and observations. It ends with a conclusion that restates the thesis and the outcome of the research. Citations must be included.

- ✓ Research papers submitted for scoring must have a **minimum of 50%** student generated commentary and ideas.
- ✓ There must be enough obvious student work to demonstrate student's ability to do more than paraphrase and/or summarize.

Technical writing is a type of expository writing, so the same features as stated above are important. The introduction, conclusion, and transitions are critical as those sections will be the majority of *student created composition*. Supporting details may be in the form of *statistics, graphics, results of surveys, etc.*; **interpretation of these must be present**. Citations must be included.

DISTRICT HEADER SHEET: ALTERNATIVE WRITING PROFICIENCY ASSESSMENT

To be completed by District Test Director

Student Name _____

School _____

District _____

Date _____

The packet for each student includes:

_____ Application for Alternative Writing Assessment

_____ Student Information Form

_____ 12th Grade Writing answer document with demographic information

_____ Hand-written Student Reflection Letter

_____ Three complete writing samples (Writing Submission Form, Description of Assignment form, clean final draft, and hand-written pre writes and rough drafts)

APPLICATION for the ALTERNATIVE WRITING PROFICIENCY ASSESSMENT

To be completed by District Test Coordinator

Student Name _____

School _____

District _____

Date _____

ELIGIBILITY CRITERIA

Student is a senior and credit ready to graduate. YES ☐ NO* ☐

Student has failed the standard writing assessment 2 times before grade 12. YES ☐ NO* ☐

Student has an unweighted GPA of at least 2.75 by the end of first semester of senior year. YES ☐ NO* ☐

Student has passed the reading **and** math portions of the proficiency exam by the end of first semester of his/her senior year. YES ☐ NO* ☐

(* Any NO answer disqualifies a student from participation in the alternative writing assessment.)

ASSESSMENT CHECKLIST

- ____ Teacher description of assignment
- ____ Expository writing piece
- ____ Hand-written pre writes/rough drafts
- ____ Certification page
- ____ Teacher description of assignment
- ____ Persuasive writing piece
- ____ Hand-written pre writes/rough drafts
- ____ Certification page
- ____ Teacher description of assignment
- ____ A third writing sample -research; technical; or piece from portfolio
- ____ Hand-written pre writes/rough drafts
- ____ Certification page
- ____ Monitored piece
- ____ Hand-written Self-Reflection Letter

CHECKLIST for the ALTERNATIVE WRITING PROFICIENCY ASSESSMENT

To be completed by School Site Administrator

Student Name _____ Date _____

School _____ District _____

ASSESSMENT CHECKLIST

Student Packet Order:

- _____ Application
- _____ Student Information Form
- _____ Hand Bubbled 12th grade answer document (same as 12th grade answer document used for the standard writing assessment)
- _____ Student Reflection Letter

FIRST PIECE expository

- _____ Writing Submission Form*
- _____ Description of the assignment
- _____ Clean final copy
- _____ Hand-written pre writes and rough drafts

SECOND PIECE persuasive

- _____ Writing Submission Form*
- _____ Description of the assignment
- _____ Clean final copy
- _____ Hand-written pre writes and rough drafts

THIRD PIECE research and/or technical

- _____ Writing Submission Form*
- _____ Description of the assignment
- _____ Clean final copy
- _____ Hand-written pre writes and rough drafts

*** At least one writing piece must be identified as monitored.**

Forms must be completed with no blanks or NA in order to be scored.

Violation of State or District test security procedures is strictly prohibited by state law and is subject to prosecution pursuant to NRS 391.330.

Student Information Form

Student	Student ID	School / District
Teacher(s) Licensed Personnel		
Eligibility Requirements Met?	2.75 GPA	Yes/No
	Passed HSPE Reading & Math	Yes/No
	Credit Sufficient	Yes/No
	Failed HSPE Writing 2 times	Yes/No
Sign-off Forms Completed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

With this signature, I confirm that the work in this student collection has been produced under the direction of faculty/staff in my building.

Signature of Principal: _____ *Date:* _____

Description of Assignment #1

Student:	
Teacher:	Course:
<p>Brief Description of specific writing assignment; and the steps in the writing process the student was required to take in order to complete the task.</p>	

Description of Assignment #2

Student:	
Teacher:	Course:
Brief Description of specific writing assignment; and the steps in the writing process the student was required to take in order to complete the task.	

Description of Assignment #3

Student:	
Teacher:	Course:
<p>Brief Description of specific writing assignment; and the steps in the writing process the student was required to take in order to complete the task.</p>	